





# 2014-15 District-Level Implementation: Agenda 2017 Initiatives

## Purpose

This checklist for **district-level leaders** provides a cross-cutting view of several key Wisconsin initiatives within [Agenda 2017](#), and how they sequence for maximum impact on student learning in the 2014-15 school year. The use of this checklist is voluntary—it has been designed as an optional tool to assist leaders in advancing school improvement efforts at the local level.

## Process

Use this checklist, organized by action items to be completed throughout the school year, to specifically address the implementation of:





-  Common Core State Standards (CCSS) and their aligned instruction and assessments
-  Continuous data use for school improvement
-  Wisconsin Educator Effectiveness System (EE)
-  School Funding

Action items, both administrative tasks and planning team tasks are grouped together, but administrators may sort the tasks any way they like. A [companion planning tool](#), in Excel, allows administrators to sort, filter and reorganize tasks to fit their district's needs. Please note: acronyms and hyperlinks are widely used in this document in an attempt to save space.

## Practices

All action items in the checklist are grounded in **five enduring, reoccurring, cross-cutting practices** that are the foundation to accelerating change across the broad Agenda 2017 areas of standards and instruction, assessments and data systems, school accountability and educator effectiveness. The cross-cutting practices are:

- **collaborative leadership, communication, and goal setting**
- **integrated assessment planning**
- **integrated technology planning**
- **integrated job-embedded professional development**
- **building assessment and data literacy, and using data deliberately**

KEY:	 CCSS, Instruction and Assessments	 Data Use for School Improvement	 Educator Effectiveness	 School Funding
------	---	---	--	--

## State-to-District Level Implementation of Agenda 2017

Wisconsin is advancing education reforms to ensure every child graduates ready for further education and the workplace. To achieve these goals, we must focus on four simple but powerful ideas. These ideas, depicted below, make up Wisconsin's Agenda 2017 Vision.

Standards and Instruction:

Assessments and Data Systems:

School and Educator Effectiveness:

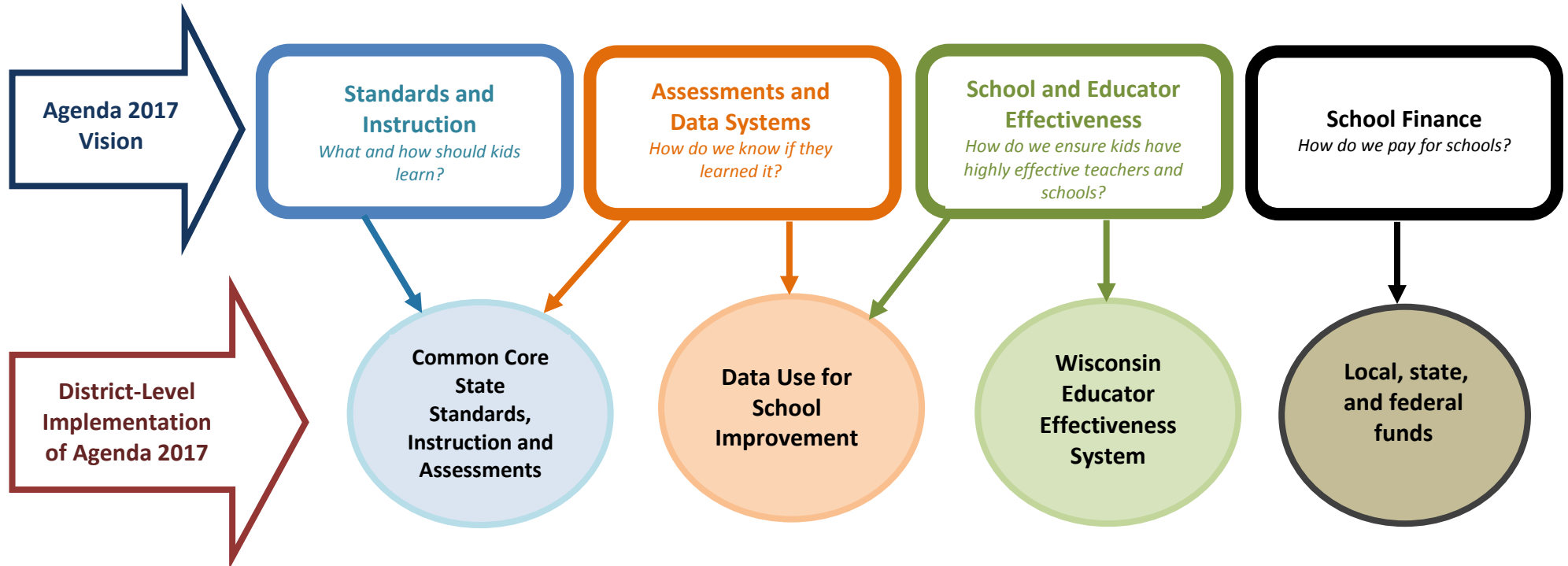
School Finance Reform:

*What and how should kids learn?*

*How do we know if they learned it?*

*How do we ensure kids have highly effective teachers & schools?*

*How should we pay for schools?*



KEY:



CCSS, Instruction and Assessments



Data Use for School Improvement



Educator Effectiveness
























School Funding

## Summer 2014: Action Items

At this phase, convene your leadership team; work collaboratively to develop goals, align resources, and build systemic data use into planning; and map out training and ongoing, job-embedded professional learning throughout the school year.

### ACTION ITEMS

-  Review preliminary deductions from the 2013-14 District Report Cards, and complete the [inquiry process](#) by July 11.
-  Ensure principals have reviewed preliminary deductions for their School Report Cards as well.
-  Confirm your Title I schools submit the 2014-15 [ESEA Consolidated Application](#) and 2013-14 ESEA [Consolidated End-of-Year Report](#) to DPI by August 29.
-  Review preliminary 2013-14 District Report Card in [SAFE](#). If necessary, complete the [inquiry process](#) by September 5.
-  Review the [report card resources](#) to ensure a thorough understanding of your 2013-14 School and District Report Cards before the public release on September 16.
-  Develop and deepen understanding of [Wisconsin's EE System](#), responsibilities of and resources available to the [district](#).
-  Identify key district roles for Educator Effectiveness Implementation (e.g., evaluators, effectiveness coaches).
-  Determine who can help with district management tasks (e.g., budgeting, school calendar) to protect adequate time to conduct principal evaluations in EE System.
-  Confirm everyone serving as an evaluator completes [Teachscape](#) training and certification.
-   Schedule regular meetings with planning team throughout the year to ensure systematic implementation of [Agenda 2017 initiatives](#).
-    Revise school schedules to allow for Professional Learning Community (PLC) collaboration time.
-  Read the [Principal Evaluation Process Manual](#), and learn the Principal EE evaluation process, including the key steps and timelines.
-  Provide any necessary professional development and/or identify any necessary resources to support principals in transition from a building manager focus to an instructional leader focus.
-  Communicate with your district or [CESA Implementation Coach](#) to receive any support needed in implementing the EE System.
-  Use the [Wisconsin Administrator's Communications Toolkit](#) to communicate about the EE System, including:
  -  communicating with staff about the [purpose](#) of the system in order to build trust and inform all staff about EE 2014-15 implementation
  -  developing and disseminating consistent communications to all staff, parents, and community members to increase understanding of the EE System [purpose](#) and processes.
-  Develop strategies for communicating with families and the community about school strengths and areas needing improvement based on report card data, WISEdash data, and other local data.

KEY:



CCSS, Instruction and Assessments



Data Use for School Improvement



Educator Effectiveness



School Funding

## PLANNING ITEMS






















- △ □ ● Review previous year's district strategic plan and school improvement plans (SIPs).
- △ □ ● Draft the district's strategic plan ensuring connections to EE, CCSS, and accountability measures. Record and track these in tools such as [WISExplore fillable forms](#).
  - § Once district's 2014-15 strategic plan and SIPs are determined, revisit requirements for local, state, and federal funds to ensure appropriate resource allocation. Ensure the SIP(s) utilize RtI, EE, assessment, instructional and accountability systems as much as possible.
- △ □ ● Review the yearly staff Professional Development (PD) calendar to ensure principals and schools have adequate time to address professional learning needs for the upcoming school year, paying particular attention to the [EE training plan](#).
- □ Complete the [Educator Effectiveness District Readiness Tool](#) and use results to develop a detailed 2014-15 implementation plan tailored to your district's needs, including dates to deliver required state training.
- ● Create a district assessment plan that maps out a balanced assessment approach for the school year.
  - Ensure there is a training plan in place for the new assessments for Fall 2014 ([PALS](#) Grade 2, [ACT Aspire](#) Early High School Grade 9).
  - Establish an understanding of the [Wisconsin Student Assessment System \(WSAS\)](#), which includes ACT Aspire, The ACT, ACT WorkKeys, WKCE, WAA-SwD, PALS, ACCESS for ELLs, DLM and Smarter Balanced summative, interim and digital library for formative assessment.
  - Evaluate technology needed to complete all required assessments using the [guidelines provided by DPI](#).
  - Ensure staff is familiar with online testing environments (i.e., using [Smarter Practice](#) tests).
  - Ensure the team is fluent in the DPI [WISExplore eLearning modules](#).
  - Build assessment literacy, using the principles in the DPI Wisconsin Balanced Assessment System and Wisconsin RtI Center materials (e.g., [Balanced Assessment chart](#), [RtI Center Balanced Assessment modules](#), and the assessment timeline
- Enlist members of your planning team to participate in the [DPI WISExplore eLearning modules](#) and/or training.
- △ Use the [DPI District-Wide CCSS Professional Development tool](#) and explore relevant [Wisconsin Professional Learning on Demand \(WPLD\) modules](#) to plan for whole-staff professional development for the upcoming school year.
- Plan for full implementation year activities according to the Fall Deep Dive Module planning document.

KEY:	△ CCSS, Instruction and Assessments	□ Data Use for School Improvement	● Educator Effectiveness	§ School Funding
------	-------------------------------------	-----------------------------------	--------------------------	------------------

## Fall 2014: Action Items

At this phase, plan to review data to monitor strategic planning goals and engage in ongoing formal and informal evaluation of staff.

### ACTION ITEMS

-  Meet with staff to build understanding of the [District Report Card](#) and any changes from the prior year in the current report card. Make use of [resources](#) and Accountability Trainers as needed.
-  Ensure principals and staff are prepared to speak to the report cards by the public release on September 16. Make use of [resources](#) and Accountability Trainers as needed.
-   [Promote](#) and [participate](#) in [Attendance Awareness Month](#) throughout September. Build an understanding among [staff](#), [parents](#) and students that every day counts.
-   Communicate district goals, assessment plan, and Accountability Report Card results to parents, community, district staff, and school board.
-  Ensure that high school staff completes training for administration of the entire [ACT suite](#).
-  Participate in district-wide [training for EE full implementation](#) in 2014-15 and ensure all staff completes the DPI orientation modules.
-  Ensure all staff has access to their Teachscape licenses and are beginning to complete the training modules on the Danielson Framework embedded in Teachscape.
-   Ensure that principals agree on support roles for EE Coaches, and review progress toward school goals and team SLOs.
-  Determine the appropriate stage of evaluation (rating or non-rating year) for each educator.
  - *Note that the law has not changed regarding frequency of evaluation. At a minimum, educators must be evaluated in their first year of employment and every third year thereafter. Approximately 1/3 of your educators should be in a summary year in 2014-15. Everyone else should be in a non-summary year.*
-  Ensure schools that fall into the [Alternate Accountability](#) process are developing achievement goals and select data to track during the year that will serve as 2014-15 accountability indicators. These metrics will need to be reported to DPI at the end of the school year. Goals should coincide with existing school improvement efforts, and align to the priority areas on the Alternate Accountability form. Given the transition to new state assessments, Alternate Accountability schools should plan to use local data for the 2014-15 Alternate Accountability process.
-  Confirm District Assessment Coordinator is prepared to facilitate fall assessments:
  -  Administer [Phonological Awareness Literacy Screener](#) (PALS) 1-2 and PALS 4K-K within the [test windows](#).
  -  Administer [Aspire](#) and [Dynamic Learning Maps](#) (DLM) as appropriate, to Grade 9 students within the [test windows](#).
  -  Administer [WKCE](#) and [WAA-SwD](#) as appropriate in Science and Social Studies to Grades 4, 8, and 10 within the [test window](#).
-    Ensure the accuracy of data being reported to DPI. District data reported to DPI affect EE calculations, student assessment results, as well as School and District Report Cards.
  -  Confirm that the Individual Student Enrollment System (ISES) coordinator has a process to verify that “all students enrolled” accurately reflects all students enrolled in the district at the time of Wisconsin Student Assessment System (WSAS) testing.

KEY:



CCSS, Instruction and Assessments



Data Use for School Improvement



Educator Effectiveness



School Funding

- Confirm that the school attendance record-keeping process accurately reflects student [attendance for accountability determinations](#).
- Carefully review the [1202 Fall Staffing Report](#) by November 11.
- Carefully review the accuracy of [ISES Progress and Summary Reports](#) by November 15.
- Review and disseminate [Dropout Early Warning System](#) (DEWS) roster and data; use the [DEWS Action Guide](#) to plan interventions as needed for students in early warning reports.
- ▲ ■ ● Ensure schools are accommodating a [Professional Learning Communities \(PLC\)](#) structure that is focused on critical work and aligned with SIPs:
  - Analyze universal screening data and student work to differentiate instruction, leverage an instructional framework (e.g., [Universal Design for Learning](#), [Gradual Release of Responsibility](#)), and plan interventions.
  - Write and/or align [performance tasks](#) and [lesson/unit plans](#) that align to standards and SMARTER claims for [ELA](#) and [mathematics](#).
- ▲ ■ Ensure principals are using the [CCSS District-Wide Professional Development tool](#) to deliver CCSS professional development in a logical and sequential manner as aligned to school needs.
- ▲ ■ Ensure principals are offering PD on data tools, such as [WISEdash](#) using [WISEExplore](#), for the purpose of
  - using and examining data (e.g., summative, formative, and interim student data) as part of every whole school and/or PLC meeting, and
  - providing guidance on the various types of data that staff should consider in making data-driven decisions and providing the various technology tools to assist staff in using data.
- § Plan with Title 1 Coordinator and Business Office to ensure [ESEA Comparability Report](#) is submitted to DPI (if applicable). DPI will alert districts when the comparability report is available online.

#### PLANNING ITEMS






















- ▲ ■ ● Hold meetings regularly with your implementation team to develop deep knowledge and understanding of district goals and SIPs and to continuously monitor them by:
  - building data literacy through [WISEExplore](#);
  - implementing a balanced assessment approach using [DPI](#) and [Wisconsin RtI Center materials](#)
  - deepening understanding of accountability measures such as [Accountability for ELLs](#)
  - understanding alignment to accountability measures such as [Title 1 Priority and Focus Schools](#); and
  - understanding the [EE System](#) and the [Danielson Framework](#).
- ▲ In preparation for Smarter Balanced assessments, **familiarize staff** with [Smarter practice tests](#) and interim assessments, matching expectations for instruction with knowledge of what students will be expected to demonstrate on the assessments.
- ▲ In preparation for Smarter Balanced assessments, **familiarize students** with [Smarter practice tests](#), the online testing environment, and new item types.
- ● Establish plan to provide staff updates on goals and key accountability areas throughout the year and at key points in the EE cycle.
- Plan for full implementation year activities according to the Winter Deep Dive Module planning document.

KEY:	▲ CCSS, Instruction and Assessments	■ Data Use for School Improvement	● Educator Effectiveness	§ School Funding
------	-------------------------------------	-----------------------------------	--------------------------	------------------



## Winter 2014-15: Action Items





At this phase, continue reviewing data to monitor strategic planning goals; continue ongoing formal and informal evaluation of staff.

### ACTION ITEMS

-  Work with District Assessment Coordinator to administer ACCESS/ELL 2.0 online field test within the [test window](#).
-  Work with District Assessment Coordinator to administer PALS K-2 (optional) within the [test window](#).
-   Provide updates to district and school staff on goals and key accountability areas throughout the year and at key points in the EE cycle.
-  Follow the directions for EE implementation found in the Winter Deep Dive Module.
-  Conduct mid-year SLO review meetings for principals with year-long goals.
-   Encourage educators to use Teachscape Learn and [WPLD](#) for professional learning.
-   Ensure that principals are carrying out the EE process for each educator in his or her rating year. This includes:
  -  evaluation Planning Session;
  -  observation and evidence collection (with ongoing feedback to teachers); and
  -  mid-year or mid-cycle review.
-    Ensure that principals are using the DPI CCSS [mathematics](#) and [English language arts](#) walk-through tools when visiting classrooms to identify evidence of CCSS instructional shifts, connections to EE domains, and whole school goals.
-   Offer staff PD on data tools such as [WISEdash](#), using [WISExplore](#) for the purpose of
  -  using and examining data (e.g., summative, formative, and interim student data) as part of every whole school and/or PLC meeting, and
  -  providing guidance on the various types of data that staff should consider in making data-driven decisions and providing the various technology tools to assist staff in using data.
-  Work with District Assessment Coordinator to administer the [ACT Plus Writing and ACT WorkKeys](#) to all **Grade 11 students** on March 3 and 4, with make-up days on March 17 and 18, respectively.

### PLANNING ITEMS

-  Hold meetings regularly to review data toward positive impact on district goals using a standard process (e.g., [WISExplore](#)).
-  Plan for full implementation year activities according to the Spring Deep Dive Module planning document.

KEY:	 CCSS, Instruction and Assessments	 Data Use for School Improvement	 Educator Effectiveness	 School Funding
------	---	---	--	--

## Spring 2015: Action Items

At this phase, begin evaluating strategic planning goals, continue to engage in ongoing formal and informal evaluation of staff, and look ahead to a summer planning retreat.

### ACTION ITEMS

- △ Ensure the District Assessment Coordinator is facilitating the administration of the following assessments:
  - **PALS K-2**
  - **Smarter Balanced in Grades 3-8**
  - **DLM in Grades 3-11, as appropriate**
  - **Aspire in Grades 9-10**
  - **ACT and WorkKeys in Grade 11**
- ● Ensure that evaluators are carrying out and completing the EE process for each educator in his or her rating year. This includes:
  - additional observation and evidence to ensure adequate evidence for subsequent rating is gathered;
  - rating of professional practice and SLOs; and
  - final evaluation conference.
- Follow the directions for EE implementation found in the Spring Deep Dive Module.
- \$ Begin IDEA budgeting process collaboratively working with school-level leaders
- ● Provide staff updates on goals and key accountability areas throughout the year and at key points in the EE cycle.

### PLANNING ITEMS

- △ ■ ● Evaluate progress of the district strategic plan and begin planning for the 2015-16 school year.
- △ ■ ● Reflect on data related to 2014-15 school goals, make any necessary changes to the district planning team membership, and schedule a summer retreat for full-scale 2015-16 planning.
- \$ Plan with business office, program staff, and school-level leaders for use of and requirements for local, state, and federal funds for 2015-16 school year.













KEY:	△ CCSS, Instruction and Assessments	■ Data Use for School Improvement	● Educator Effectiveness	\$ School Funding
------	-------------------------------------	-----------------------------------	--------------------------	-------------------













## Summer 2015: Action Items





At this phase, convene your leadership team; work collaboratively to develop goals, align resources, and build systemic data use into planning; and map out training and ongoing, job-embedded professional learning for the 2015-16 school year.

### ACTION ITEMS

-  School and district leaders review preliminary deductions from their 2014-15 School/District Accountability Report Cards, and complete the [inquiry process](#) if applicable.
-  Schools using the [Alternate Accountability](#) process submit data to DPI.
-  Submit initial IDEA budget to DPI by July 1.
-    Plan summer data retreat, identifying which data are available and which data will not be available (due to spring testing) until fall.
-    Review previous year's strategic plan.
-  Identify which mandated educators will be evaluated beginning in the fall, using the [DPI flowchart](#). Plan thoughtfully for the evaluation of new educators (to the profession and to the district).
-  Renew or add Teachscape licenses as necessary.
-  Ensure 2015-16 year [ESEA Consolidated Application](#) and 2014-15 ESEA [Consolidated End-of-Year Report](#) are submitted to DPI by last business day in August.

### PLANNING ITEMS

-    Confirm (or identify and appoint) members of a district leadership team
-    Schedule regular meetings with planning team throughout the 2015-16 year to ensure systematic implementation of [Agenda 2017 initiatives](#).
-    Schedule and plan a summer data retreat to review district strengths, weaknesses, trends, and develop strategic plan.
-  Once district's 2015-16 strategic plan and SIPs are determined, revisit requirements for local, state, and federal funds to ensure appropriate resource allocation. Ensure the SIP(s) utilize RtI, EE, assessment, instructional and accountability systems as much as possible.

KEY:	 CCSS, Instruction and Assessments	 Data Use for School Improvement	 Educator Effectiveness	 School Funding
------	---	---	--	--